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ABSTRACT

The purpose of this semi-annual newsletter is to disseminate ideas concerning innovative practices in social studies and social science education. Usually included are: 1) a lead article on major trends; and, 2) columns summarizing social studies project activities, curriculum materials, successful teaching practices, and the activities of the Consortium. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (SEE)

SSEC Social Science Education Consortium
NEWSLETTER

NUMBER 9 Supported by the National Science Foundation DECEMBER, 1970

THE STUDY OF VALUES IN THE COMMUNITY

Goodwin Watson

Goodwin Watson is Professor Emeritus of Social Psychology and Education at Teachers College, Columbia University, where he has been a member of the faculty since 1925. He is also Associate Director of the Union for Experimenting Colleges and Universities, a consortium of 18 schools, and Editor of the Journal of Applied Behavioral Science, *as well as the author of many books and articles in the areas of psychology and behavioral science. The following paper was presented at the Social Science Education Consortium's Annual Invitational Conference, "Values in the Social Studies: Analysis and Teaching," held in St. Louis, Missouri, in April, 1969. It will be included in a forthcoming volume to be published by the SSEC.*

Specific choices—for or against marijuana, the military-industrial complex, television, violence, premarital sex, climbing the career ladder, or white racism—are challenging, but discussions of values in general can be boring. I hope, in this paper, to focus on some of the lively and controversial aspects of the study of values in our communities today.

The decision to be concrete and specific is itself a value judgment. Too often the approach to values has been overly general, hortatory, and consequently uninfluential. Ministers preach inspiring sermons, editors write informed articles, teachers expound basic principles, and who really cares? Values seem to come alive for an individual primarily in specific situations involving his personal choices.

If education is to have greater impact on personal values and on social institutions, it must begin where the action is. The point of attack will vary with the locality, the current events, the subcultures, and even the individual student. Thus, any preordained syllabus is precluded. Perhaps this same approach is best in most education, but it is especially pertinent to teaching people to cope with values. The time to explore values is when they are in operation. Values emerge with special clarity during conflict and can be most easily identified when there is a dynamic encounter of opposing positions.

Common Assumptions About How Values Arise

Before presenting some of the value conflicts which are rich in opportunities for analysis and instruction, we might well explicitly reject some rather naive, if common, assumptions about how values arise.

We do not believe that *most values are innate.* People in various cultures develop different values. Where there is nearly universal agreement, as in preferring honesty to deceit, it is because the preferred behavior has been found to be consistently more rewarding.

We do not believe that *children inevitably internalize all the values espoused by the surrounding adult community.* A generation gap in some values has been apparent for a long time. I think the gap in value judgments between my parents and myself, despite the famed tranquility of the epoch before World War I, was certainly greater than that which exists between myself and my children today, and possibly greater than that which will separate my appraisals from those of my grandchildren some years hence.

Despite assumptions to the contrary, children can grow up in a small, homogeneous community and still espouse values which differ radically from the modal outlook. In my teens, I knew that I differed from the puritanical, capitalistic, fundamentalist, racist, and patriotic mores of Whitewater, Wisconsin. It was not a case of blind rebellion; I loved and admired both parents and many other adults—teachers, ministers, and citizens. But I felt also that on many controversial issues they were both prejudiced and mistaken. It is simply not true that a child must accept the values of his community in the same way that he accepts its language, dress, and dietary customs. *Most* children accept *most* of the folkways around them as right and good, but the door remains open for many youth to experience some disagreement and even alienation from prevailing adult standards.

Some children acquire their most meaningful and salient moral perceptions by challenging what most of their associates accept. The values assimilated by sheer conformity are likely to remain passive, implicit, and taken-for-granted, but not highly significant for the emerging personality. They can collapse during even a brief period of participation in a countervailing subculture. A friendship with even one admirable person who disagrees with the conventional and traditional may be enough to shake these unexamined moralistic premises. Values accepted merely because "others" hold them shift radically under the influence of different "others."

We must reject also the contrasting thesis that *values are acquired mainly by rational examination and calculation of consequences.* Irrational preferences abound, and sober logic rarely makes converts. The annals of psychotherapy are full of cases of persons whose loves and aversions defy common sense and have not been changed by arguments, however cogent.

A Rationale for Values Education

When we enter, with youth, upon an exploration of values, the outcome will not be preordained by instinct, heredity, or innate moral sense. It is not fixed by the prevailing mores of the community. It cannot be predicted from hedonistic calculations or the weight of evidence. The teacher can have no manual in which right answers are prescribed. Teaching in the realm of values is both exciting and risky; the outcome cannot be discerned by either intuition or scientific demonstration, although both processes may be helpful at times.

If the outcome of education in matters of value be so unpredictable, is the process still defensible? I think so, and offer these reasons. First, the individual himself is better satisfied with the values he has chosen—for whatever reason—after free examination of alternatives. Second, the process often results in the emergence of new values different from, and more appropriate than, those seen at the beginning of the study. Third, while consensus may not be achieved and personal differences still remain, the process of examining, comparing, and appreciating differing values brings about a basic respect for points of view different from one's own. This new respect arises especially when the processes of examination, comparison, and evaluation have been shared within a group having considerable mutual trust. The outcome of a good group study is not enforced conformity but the liberation of each individual to live by his own conviction.

I realize that in this discussion of how values are acquired and modified, I have been doing the very kind of generalizing which I condemned in my introduction and which is apt to spread a fog of confusion and boredom. So I shall return immediately to the concrete and specific, hoping that the basic theories can now come alive for you.

Value Conflicts in Current Controversies: Viet Nam and Racism

If young people take our communities today as laboratories in which to explore values, what issues will they encounter? Five controversies seem to be especially evident at this time.

The first is bound up with the Viet Nam war. The hawks and the doves operate from contrasting values. It would not be hard, in most communities, to find both organizations and individuals committed to the hawk cause and others equally dedicated to the dove approach. The task of teacher and students is to carry the analysis beneath the usual arguments pro and con, and beyond the unproven assumptions on both sides, to the underlying values. The issue concerns both facts and feelings. is the "pearl of great price" for the militarist and for the pacifist? Can we, perhaps, discover that part of our own value system accords with one and part with the other? Is it possible, then, to devise some truly integrative proposal which would respect the values of both sides? I am not saying that this kind of conflict resolution is always possible, only that it is always worth seeking.

The second conflict which youth can quickly identify in almost any American community today concerns white racism. I would hope that students could pursue this so thoroughly that they would discover, to their surprise, that many of the white racist values survive within persons ostensibly dedicated to the cause of civil rights and equal opportunity. One of the useful by-products of black power militancy is that it has aroused in liberal whites an antagonism which went unrecognized so long as these well-meaning advocates of brotherhood could hold the top offices and shape policies designed to help uplift the underdog. When such paternalistic help is contemptuously rejected by self-confident blacks, some whites begin to realize that it is not congenial to surrender portions of the traditional white monopoly of power.

Racist controversies turn very little upon facts—whether historical, biological, psychological, or economic—and are very closely linked to feelings, some of which are of unconscious origin. Note the quick transition from real estate restrictions to questions about blacks marrying daughters or sisters. A class working on white racism could profitably explore the fantasies and images which came to such classic expression in the old movie *The Birth of a Nation.* Do these stereotypes still survive —only lightly covered over by new opinions?

Sexual Mores and Violence as Value Conflicts

A third conflict within every community involves the traditional versus the liberated sexual mores. What has been called our new "contraceptive culture" presents the possibility that sex relations for pleasure can be considered apart from the responsibilities of reproduction and parenthood. For many youth and adults, this seems to open up experiences formerly denied them. For others, the new freedom raises grave prospects of guilt. Here is a great arena for value conflicts. Once the taboos are relinquished and the clichés rejected, the real gains and losses which are at stake can be inventoried. Again, the process calls for increased awareness of often unrecognized feelings. The usual academic collation of hard facts does not take us very far toward controlling jealousy and passion. And once again, I would predict that the outcome of a thorough look at the values involved would transcend the initial definition of the conflict. Neither the advocates of adolescent continence nor the libertines are likely to be the eventual victors in the battle of values.

A fourth issue which has become a cause for concern in many communities is violence. There is a widespread demand to restore law and order. But if students go deeply into the matter, they will find that there are many forms of violence. Not long ago I had the privilege of spending an exciting evening listening to two militant activists identified with rebel student movements debat-

ing the issue of campus violence with a university president and political science professor, Michael Rossman.[1] One of the militants argued that the degree and extent of boredom in students is a valid measure of the threat of violence to which they are continuously subjected. If they were not afraid, they would not sit and take it. Afraid of what? Of all the punitive actions which could be taken against them in the name of "law and order"? The silent boredom of adolescent students, in contrast to their ebullience when they are free, is a measure of the constraint and repressed anger they are feeling. If this be so, then the occasional flareup of destructiveness by student rebels is only a tiny fraction of the total violence being exerted or threatened. More than 90 per cent of this violence is being exerted by compulsory attendance laws, required courses, assigned papers, tests and grades used as weapons, arbitrary teachers, petty-tyrant principals, school boards, legislatures, and courts with essentially punitive attitudes toward deviate youngsters.

Yes, violence is a deep value issue. One can start with gunmen on TV or students battling Chicago police, but penetrating analysis leads us to uncover every type of coercion which our accepted institutions now impose on individuals.

Conflict Over the "Establishment"

And so we come to my fifth and final illustration of value conflicts in the community. It is the most fundamental of all and it embraces the first four. On one side are the men and their wives who have succeeded in climbing the ladder to wealth and power. They have become known as the *Establishment*. They stand firmly for much that has been deeply valued in American culture. They believe in initiative, enterprise, and hard work. They want to preserve essential institutions like the family, the school, the church, the community, corporations, and the government, despite some admitted needs for change and adaptation. They are proud of the American Way of Life and are ready to defend it with their own lives and those of their children.

The opposition in this profound conflict of values includes many diverse types, united only by their resistance to the rule of the Establishment. Some are drop-outs, some are hippies or Yippies, but others have gray or white hair. Some are black; some are of Puerto Rican or Mexican origin. Some are passive and others are violent. All are alienated, and many feel confused and frustrated. They know that they do not want to pour napalm on the homes of Vietnamese people in order to make the world safe for the Establishment. They feel closer to black militants than to the white police. They do not accept traditional patterns for their sex life. They reject the coercive violence of schools and colleges. They do not want jobs which will require them to conform to corporation norms and to value hard work above leisure. They live in the present—perhaps, as Dr. George Wals has argued in a recent *New Yorker* piece, because they sense that they cannot count on any future.[2] They form small, intimate groups which maximize openness and mutual confidence. Kenneth Keniston of Yale, in his study of Viet Nam protest groups, found "an anarchistic [illegible]hat opposes *all* large institutions in favor of small, face-to-face groups. If there is a hidden Utopia," says Keniston, "it is the Utopia of a small group of equals, meeting together in mutual trust and respect to work out their common destiny."[3]

The Cox Commission report, *Crisis at Columbia*, speaks of "meetings lasting long into the night. Participatory democracy. . . Here was a single commune in which adult hypocrisies did not apply any longer, where people shared and shared alike." This sounds as Utopian as the Christians of the first century and may well have a similar significance. Toynbee has warned that our Western industrial civilization has passed its point of breakdown, and is sustained, as earlier declining societies have been, only by military power. Toynbee looks for the rise of a new religious movement within the dying civilization to engender a new society as the early Christians did in the declining Roman Empire. It is significant that Daniel Cohn-Bendit, leader of the uprising at the Sorbonne, describes the student achievement as "launching an experiment that completely breaks with the surrounding society." It is an experiment which will not last, but which allows a glimpse of a possibility of something which is revealed for a moment and then vanishes. It is enough to prove that something could exist. Stephen Spender, reviewing the campus revolts in America and Europe, describes them as more religious than political.[4] Certainly they represent more serious threats currently to the *values* of the Establishment than to its power. There can be no more far-reaching and deep-digging study of values than that which will emerge from an honest study of the supporters and the critics of the Establishment.

The Study of Value Conflicts in the Local Community

I said earlier that the decision on where to begin depends on the situation in which the students are living and the tensions evident and strongly felt in their community. I assume that the process of study will not be worked out in advance by some committee of teachers of social science or even by any particular teacher for his own class. There is no safeguard against conscious or unconscious indoctrination except in sharing the planning process. Any study of values underlying a community controversy should be planned with the participation of the students, their teachers, and the leaders of both or all sides of the community conflict. Textbooks will be of little or no help. Experiencing comes first, analysis later, decisions still later. But good education will not stop short of action. Answers cannot be found; they must be achieved.

It seems clear to me that any real encounter by schools and colleges with the value controversies which divide our present-day communities will surely stir up another conflict. Some will say that teachers and students should stay in their place—the classroom—reading, talking, and writing about life, but not really living. Others will, I hope, agree with me, that only in direct face-to-face encounters with the living, feeling, acting exponents of differing values in the community today, and in appropriate and responsible action with persons and groups outside the school, can genuine education in values be achieved.

1. Part of this discussion has been published in the article "Violence and Power on Campus," *Change*, Vol. 1, No. 2, March-April 1969.
2. "Talk of the Town," *New Yorker*, March 29, 1969.
3. Kenneth Keniston, *Young Radicals* (New York: Harcourt, Brace, 1968) p. 18.
4. Stephen Spender, "What the Rebellious Students Want," *New York Times Magazine* (March 30, 1969) pp. 54-74.

ERIC CLEARINGHOUSE FOR SOCIAL SCIENCE EDUCATION

A new ERIC Clearinghouse for Social Science Education was established in Boulder on May 1, following acceptance by the U.S. Office of Education of a proposal submitted jointly by the SSEC and the University of Colorado. ERIC—The Education Resources Information Center—is a major component of the Office of Education's National Center for Educational Communication.

ERIC is a computerized national educational information system supported by the U.S. Office of Education and headquartered in Washington, D.C. There are currently more than 38,000 documents in the ERIC system. It represents a major effort of information science to tame the knowledge explosion. The new field of information science holds the answer to problems of scatter, volume, and relevance of current research and research-related literature now confronting educators. It was born several decades ago, of pioneering efforts to bring the right information to the right person at the right time, when science and engineering disciplines were called upon to mount large-scale research and development programs. The lead was taken by NASA, AEC, the National Library of Medicine, and the Defense Documentation Center. In 1966 the U.S. Office of Education, already charged with educational research and development, created ERIC to facilitate information transfer.

ERIC Objectives and Subject Areas

The three main objectives of the ERIC information system are to:

1. *Guarantee ready access to current English-language literature relevant to education—the documentation function.*
2. *Generate summaries, guides, state-of-the-art reports, bibliographies, and interpretive documents on current priority topics—the information anaylsis function.*
3. *Infuse information about educational developments, research findings, and outcomes of exemplary programs into educational planning and operations—the dissemination function.*

The ERIC system now includes a relatively small Washington staff and twenty clearinghouses located throughout the nation at universities and professional associations. Central ERIC in Washington is responsible for supervision and coordination of the clearinghouses and for publication of *Research in Education* and *Current Index to Journals in Education*. The twenty clearinghouses, each specializing in a subject area, select and produce information which is then sent to ERIC Central. Areas covered are: Adult Education; Counseling and Personnel Services; Disadvantaged; Early Childhood Education; Educational Administration; Educational Media and Technology; Exceptional Children; Higher Education; Junior College; Library and Information Sciences; Linguistics; Reading; Rural Education and Small Schools; Science and Mathematics Education; Social Science Education; Teacher Education; Teaching of English; Teaching of Foreign Languages; Tests, Measurements, and Evaluation; and Vocational and Technical Education.

Establishment of ERIC/ChESS

The U.S. Office of Education's announcement late in 1969 that an ERIC Clearinghouse for Social Studies/Social Science would be funded was greeted with enthusiasm by educators in this field. Social educators had been working for inclusion of social studies and social sciences in ERIC since that system was established in 1966. Proposals for setting up the Clearinghouse were submitted to the Office of Education late last December. Announcement of the contract award was made in April and within less than a month a nuclear staff of two part-time and two full-time personnel began setting up the organization and procedures. On September 1, when the Director, Nicholas Helburn, joined the staff on a full-time basis, the ERIC Clearinghouse for Social Science Education became fully operational.

Helburn was Professor of Geography at Western Michigan University during the past year and previously, from 1964 to 1969, directed the High School Geography Project. The Associate Director is Irving Morrissett, Executive Director of the Social Science Education Consortium and Professor of Economics at the University of Colorado. Violet Wagener, a librarian and media specialist, and formerly Director of an ESEA Title III Program in Boulder, is Assistant Director.

The official name of the new organization is ERIC Clearinghouse for Social Science Education. In constructing an acronym and logo, small liberties have been taken to produce the symbol ERIC/ChESS.

There was a great deal of discussion about whether the term "social studies" or "social science education" should appear in the title of the Clearinghouse. Many experts in the field consider "social studies" a broader term than "social science"; the connotations of "social studies" include citizenship education, socialization, and a broad consideration of values which they do not associate with "social science." Others consider "social studies" to be the narrower term, since it is generally restricted to elementary and secondary schools and does not include areas where social science has something to say about education, such as educational sociology, the economics of education, and the psychology of group work in the classroom.

Scope of ERIC/ChESS

It was felt that the term "social science education," which is less familiar than either "social studies" or "social science," indicated a broad view of the field, including all that is connoted by "social studies," as well as all educational aspects of the social sciences. The in-

tended coverage of the Clearinghouse is best indicated by its "scope note," which includes:

All levels of social science education/social studies, including early childhood, preschool, elementary, secondary, junior college, college, university, adult, and continuing education.

The social studies teacher, including selection, preservice education, inservice education, supervision, evaluation, status, and social action.

Content of the social science disciplines in social science education/social studies, including anthropology, archaeology, economics, geography, sociology, history, philosophy, psychology, including educational and social psychology, political science, and interdisciplinary studies including any of these subject areas.

Applications of learning theory, curriculum theory, child development theory, and instructional theory to social science education/social studies.

Research and development projects, programs, and materials in social science education/social studies, including research, analysis, evaluation, and testing, particularly related to social science education/social studies.

Special needs of various groups which may be met in social science education/social studies; for example, minority groups and disadvantaged.

Contribution of social science disciplines to knowledge and understanding of the educational process and successful educational operations.

Education as a social science.

Social science education/social studies and the community.

Advisory Boards

Advice and direction for the ERIC/ChESS staff are provided by a National Advisory Board, a Local Advisory Board, and a small Executive Committee which includes members of both Boards plus SSEC and University of Colorado representatives. The members of the National Advisory Board are drawn from many parts of the country and from many groups with an interest in social studies and social science education. They are:

Lee Anderson, ASPA Political Science Education Project, Bloomington, Indiana
Evelyn Boyd, Seattle Public Schools
Charlotte Crabtree, School of Education, University of California, Los Angeles
Matthew Downey, Department of History, University of Colorado
Eric Eversley, Minneapolis Public Schools
Richard Gross, School of Education, Stanford University
Mike Hartoonian, Wisconsin State Department of Education
Ronald Lippitt, Institute for Social Research, University of Michigan
Howard D. Mehlinger, High School Curriculum Center in Government, Bloomington, Indiana
Joe Mapes, University of Colorado Education Library
Lawrence Metcalf, Department of Secondary and Continuing Education, University of Illinois
James Shaver, School of Education, Utah State University

The first meeting of the National Advisory Board took place on October 11 and 12 in Boulder, with all members except Lawrence Metcalf present. Operations of the Clearinghouse to date were reviewed, as well as the scope of operations, methods of acquiring documents, and the duties of the Board and terms of office. The name of the Clearinghouse was also discussed further and the Board recommended to the Clearinghouse and to Central ERIC that the name be changed to "ERIC Clearinghouse for Social Studies/Social Science Education."

Periodical Publications of ERIC

Research in Education (RIE) publishes abstracts and bibliographic data on documents not generally available in book or journal form, such as curriculum project reports, conference reports, and research reports. It offers abstracts of 100 to 200 words and bibliographic data submitted by all 20 ERIC Clearinghouses for a total of about 1,200 documents each month.

Social studies experts on the ChESS staff scan current research and research-related documents in the fields of social studies and social science education, then select those to be abstracted, indexed, and made available in an inexpensive microfiche format or in hard copy. ChESS submits about 50 bibliographical citations per month to RIE.

ChESS also annotates articles from 14 journals for ERIC's second major monthly publication, *Current Index to Journals in Education* (CIJE). CIJE includes citations and brief annotations of articles from about 500 journals.

Each entry in RIE and CIJE includes descriptors which help to identify the content of the document and which are listed in a subject index. Author indexes and a number of other useful guides to the documents are listed in each issue, along with prices and instructions for ordering. A microfiche (a 4 x 6 inch film transparency containing up to 70 pages of printed matter) of RIE documents costs 25 cents and requires a microfiche reader to enlarge the image. "Hard copy"—facsimiles of printed pages—costs a little over 5 cents per page. Many libraries, school districts, research and development centers, and other educational organizations throughout the country subscribe to RIE ($21 per year, from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402) and CIJE ($34 per year, from the CCM Information Corporation, 909 Third Avenue, New York, New York 10022); many also have microfiche readers and a standing order to receive all microfiche.

The contents of CIJE and RIE are stored on magnetic tape, as are the subject index terms, or "thesaurus descriptors." These tapes are available for copying by libraries and school systems who wish to initiate programs for use on their own computer systems. Several institutions and clearinghouses are developing information retrieval and current awareness services based on these ERIC tapes. Computer searching will permit in-depth, coordinate searching, and the simultaneous use of a number of descriptors.

The ERIC system is designed for both manual and computer searching. The *Thesaurus of ERIC Descrip-*

tors includes the approximately 7,000 subject index terms used in RIE and CIJE. ERIC's index terms (descriptors) are more specific than the traditional subject headings. Specific terms such as simulation, games, individualized instruction, social studies units, behavioral objectives, area studies, cross-cultural studies, disadvantaged youth, and urban teaching, permit congruence between the language of documents and the language of questions. Since new documents are constantly requiring new descriptors for the ERIC system, social studies terms will increase in number with the growth of ERIC/ChESS. The second edition of the *Thesaurus*, dated April 1969 (OE-12031-69), is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Other ERIC/ChESS Publication Activities

An ERIC/ChESS brochure for social studies educators illustrates the most efficient use of the system and includes a display of descriptors most frequently used for social studies questions. It is available upon request from ERIC/ChESS, 970 Aurora Avenue, Boulder, Colorado 80302. A self-instruction kit on utilization of ERIC tools is also available for use in preservice education classes.

Information analysis is one of ERIC/ChESS' most important contributions to the social studies/social science education community. ChESS products will include annotated bibliographies, "state-of-the-art" papers, interpretive monographs, and other documents to meet the needs of social studies/social science educators, researchers, curriculum developers, and administrators. Published in November and December were: "Environmental Education: Social Studies Sources and Approaches"; "Off the African Shelf: An Annotated Bibliography on Society and Education"; and "Social Studies Documents in RIE, 1967-May, 1970."

In addition to the documentation and information analysis functions described above, ERIC/ChESS conducts a number of dissemination activities. Its products will include a newsletter, column in journals such as *Social Education* (a monthly column began with the November 1970 issue), informational brochures, an accession list, and slide-tape presentations and other programs designed to facilitate the exchange of information among professional organizations, local school districts, state and regional agencies, businesses, and other education-oriented groups. A provisional edition of a social studies teacher's guide to ERIC and Issue No. 1 of the newsletter, *Keeping Up*, were published in November and December.

Relations with the Educational Community

ERIC/ChESS can be of help to a wide variety of educational personnel. By subscribing to RIE and CIJE, teachers, administrators, researchers, curriculum planners, and other educators from the elementary to the graduate level can keep up with the latest research in their fields and can easily locate research documents in their libraries or order them in either microfiche or copy. It can help administrators in identifying new programs and recent research useful in local curriculum planning, development, and adaptation. Teachers will find the ERIC system a useful tool in keeping up to date on new instructional techniques and materials. Researchers will find it a valuable resource for keeping abreast of research in their fields and locating needed source materials.

Much of the usefulness of the Clearinghouse will depend on its ability to locate and acquire significant current documents which do not otherwise draw wide attention. In general, books are not abstracted in RIE, since it is assumed that bibliographical references and reviews of published books are readily available. The special genius of the ERIC system is its ability to make available quickly and inexpensively documents which would escape notice in the normal publishing process. These include items such as conference papers, reports, and speeches; interim reports on research; final reports of research and development projects; and empirical and evaluative studies on curriculum. The success of ERIC/ChESS depends on the willingness of social studies/social science educators to contribute to, as well as draw from, the Clearinghouse resources. It is hoped that personnel at all levels of the educational enterprise will help in the recovery of "fugitive documents" by notifying ERIC/ChESS headquarters of their existence. Such documents or document references should be addressed to Mrs. Violet Wagener at ERIC/ChESS' Boulder headquarters.

For further information on the functions and uses of the ERIC system in general and ERIC/ChESS, and to request the newsletter, please write to:

ERIC Clearinghouse for Social Science Education
970 Aurora Avenue
Boulder, Colorado 80302

ELECTION OF NEW PRESIDENT AND DIRECTORS OF SSEC

Two recently-elected Directors and the new President of the SSEC assumed their new duties at the November 8-9 meeting of the Board of Directors in Boulder.

Arno A. Bellack will replace the past President, Ronald Lippitt, who is stepping down after seven years in the position. Bellack, on leave from Columbia Teachers College in New York, is spending the current academic year at the Center for Advanced Study in the Behavioral Sciences at Stanford University where he is doing research under a fellowship from the Center. At Columbia he is Professor of Education in the Department of Curriculum and Teaching, a position he has held since 1952. Among Bellack's publications is *The Language of the Classroom* (New York: Teachers College Press, 1966).

The two new Board members, Howard D. Mehlinger and Lawrence E. Metcalf, replaced Lawrence Senesh and Peter Senn, whose terms ended this year. Mehlinger is currently Associate Professor of History and Education at Indiana University and Director of the High School Curriculum Center in Government, which is head quartered at IU. *American Political Behavior*, a high-school course in political science, is being developed under his directorship there. Mehlinger co-authored *Order and Reform: The Dilemma of the Tsarist Gov-*

ernment in the Revolution of 1905, which is to be published by the Indiana University Press in the near future.

Metcalf has been Professor of Social Studies Education at the University of Illinois since 1949. Among his publications is *Teaching High School Social Studies: Problems in Reflective Thinking and Social Understanding*, 2nd Edition (New York: Harper and Row, 1968). He is consultant to Sociological Resources for the Social Studies and to the World Law Fund, and is on the Editorial Board of the *Journal of Economic Education.*

Board members continuing their terms in office are: Michael Scriven, Professor of Philosophy, University of California, Berkeley, on leave during 1970-71 at Harvard University; Nicholas Helburn, Professor of Geography and Director of the ERIC Clearinghouse for Social Science Education at the University of Colorado; and Ronald Lippitt, Professor of Psychology, University of Michigan.

1970 SSEC ROUNDUP

The 1970 SSEC Roundup, held at the Phipps Conference Center of Denver University from June 10 through 15, was attended by 82 members and guests as well as the full staff of the Consortium. Those attending included professional educators and social scientists from all levels of the educational establishment and all areas of the country. A number of diverse activities were conducted during the six-day conference, including the annual Corporation meeting and a meeting of the Board of Directors.

On June 10-11 and 14-15, twelve Work Groups met to discuss specific tasks being performed or planned by the Consortium. The Work Group topics were: SSEC Curriculum Materials Resource Center; the Curriculum Materials Analysis System and Data Book; the TRIAD program; classroom observation and analysis techniques; promising classroom practices; theories of child development and their application to education; the Teacher Education in Political Science program; the ERIC Clearinghouse for Social Science Education; a national commission on social science education; social science education in developing countries; avenues of cooperation among natural and social scientists in education; and planning of cooperative activities in social studies research between AERA/SIG and NCSS Research Council members.

The focus of the six-day meeting was the Annual SSEC Invitational Conference on the 12th and 13th of June. Six formal papers were presented on the topic "Lessons from the Sixties; Wisdom for the Seventies." They included:

Richard B. Ford, "The Sixties and the Social Sciences"

John Palmer, "Lessons of the Sixties"

John P. Lunstrum, "Tradition and Change in the Social Studies: Some Observations on a Decade of Reform"

Herbert A. Thelen, "The Subcultural Dynamics of the Curriculum"

John P. DeCecco, "Curriculum for the Seventies: Science or Civic Education?"

Walter R. Borg, "Research-Based Development—A Strategy for Educational Change in the 70's"

These papers served as springboards for discussion during the plenary sessions and small-group discussions.

A recurring thread of the conference was a concern over the ways in which American educational history appears to repeat or at least parallel itself—a phenomenon subsequently dubbed "the pedagogical pendulum." It was noted that much of the recent educational turmoil has resulted from a lack of historical perspective. New ideas and emphases are frequently reactions against old ideas and emphases. A careful study of the history of educational thought would reveal that educational thinking, both lay and professional, sometimes swings like a pendulum between two extremes. A notable example is the popularity of Deweyism and progressivism in the 1920's and 1930's, reacting against the stern academic discipline of earlier decades; followed by the swing away from the "softness" of progressive education toward more structured education in the 1950's and 1960's; and now the reaction against academic emphasis and toward the freedom and autonomy which have important but commonly unrecognized parallels with the theories of Dewey and the practice of progressivism.

Both in plenary sessions and small-group discussions the conferees examined various aspects of the swings of the "pendulum" and attempted to extract from them some concrete lessons which would aid in avoiding the future repetition of past "mistakes" and suggesting positive experiences from the past which ought to be continued or retried in the future. The discussion groups focused on seven topics: research-based development of educational materials; active student involvement in the educational process; educational goals for the seventies; dissemination of innovative ideas in education; curriculum content in the social studies; lessons from the educational experience of the last thirty years; and the university's role in educational innovation.

TEACHER ASSOCIATE PROGRAM

Three new Teacher Associates have joined the SSEC staff for the year. They are:

Robert C. Bilek, Social Studies Department Chairman, Salinas High School, Salinas, California. Bilek received both his B.A. and his M.S. (1949, 1950) from Syracuse University in political science. He has been a teacher at Salinas High School since 1959.

Michael A. Radz, Social Studies Department Chairman, Webster Central High School, Webster, New York. Radz also received his B.A. and his M.A. from Syracuse University in social studies (1962, 1967). He is currently working on his Doctor of Education degree in educational administration at the University of Rochester. He has been a teacher with the Webster Central Schools since 1962.

C. Frederick Risinger, Social Studies Department Chairman, Lake Park High School, Roselle, Illinois. Risinger received his B.S. in Education with a major in history from Southern Illinois University in 1962 and his M.A. in history from Northern Illi-

nois University in 1967. He has taught at Lake Park High since 1962.

The three Teacher Associates were selected on the basis of a number of criteria, including the individual's potential for effective innovation and his district's willingness to support his efforts.

The Teacher Associate Program is a vital part of the SSEC's overall effort to further communication and cooperation among those already involved with the "new social studies" and to acquaint the educational community with the many recent innovations in content and methods in social science education.

The Teacher Associates work as regular members of the SSEC staff for an academic year, becoming familiar with new trends, ideas, and materials in the social studies. The general objectives of the program are to 1) add creative and energetic classroom teachers and school personnel to the SSEC staff at regular intervals, and 2) to prepare the Teacher Associates to assume an informed and creative leadership role in the implementation of change within their own schools and school systems.

The three Teacher Associates have already embarked on work in a variety of programs conducted by the SSEC. They are well started on the important initial task of becoming thoroughly familiar with the ideas and materials of the major social studies projects. Two duties, which will continue through the year, are especially important to development of knowledge of current curriculum innovations: 1) in cooperation with the librarian of the SSEC's Curriculum Materials Resource Center, they are responsible for acquisition of new materials and for maintaining and improving the information retrieval system of the Resource Center; and 2) the Teacher Associates maintain liaison with curriculum projects throughout the nation through correspondence and visits.

A third important responsibility of Teacher Associates is to develop a working knowledge of the Curriculum Materials Analysis System (CMAS) to enable them to perform analyses of curriculum materials and to work in close cooperation with other staff members on such activities as the Teachers' Regional Inservice Analysis and Dissemination (TRIAD) program, inservice workshops, and revisions of the CMAS. So far, three Curriculum Materials Analyses have been completed by the Teacher Associates and added to the SSEC list of publications.

Other duties include working with groups of teachers in the selection, analysis, and implementation of new curriculum materials, participation in conferences, and writing and editorial work on SSEC publications.

The Teacher Associates' responsibilities do not end with their year on the SSEC staff, since support for them is shared by the SSEC and their school districts. When they return to their home districts they will serve as sources of ideas and innovation, consultants on the "new social studies," and liaison persons with educational projects around the country. The exact nature of duties will, of course, depend on the arrangements they make with their districts.

Though definite plans have not yet been made for the Teacher Associate Program for 1971-72, the Consortium hopes that the program can continue at least at the current level.

TEACHERS' REGIONAL INSERVICE ANALYSIS AND DISSEMINATION PROGRAM

The Teacher's Regional Inservice Analysis and Dissemination (TRIAD) Program, now beginning its third year of operation, is designed to aid school systems in comparing and assessing the appropriateness of various sets of new social studies curriculum materials before adopting them for use in their districts. It is one of a number of experimental programs being conducted by the SSEC to aid in understanding and implementation of new curriculum materials in the social studies.

The TRIAD Program involves the cooperation of three elements: the staff of the SSEC, teachers and supervisors from the participating school district, and methods faculty from a nearby university. The Program is divided into three phases. In the first phase, participants examine a variety of curriculum materials packages using the analytical criteria provided by the Curriculum Materials Analysis System developed by Irving Morrissett and W. Williams Stevens, Jr. During Phase II, specific sets are tried out for a semester on a pilot basis in the participating teachers' classes. At the end of this phase the teachers and observers prepare written reports on the results of the classroom experiences. Phase III, adoption and implementation of the new materials, is dependent mainly upon the outcomes of Phases I and II and the initiative of each participating district in following up on these.

This fall four districts located in metropolitan areas are participating in the TRIAD program. Two of these are in Phase II of the program and two are just beginning Phase I. The two Phase II districts are the Minneapolis (Minnesota) Public Schools, in cooperation with the University of Minnesota with James Mackey as coordinator, and the Louisville and Jefferson County (Kentucky) Public Schools, in cooperation with the University of Louisville and Bellarmine-Ursaline College with Jack Morgan and Sister Thecla Sluel as coordinators. The Phase I districts are the Phoenix (Arizona) Union High School District, in cooperation with Arizona State University at Tempe with Donald Covey as coordinator, and Adams County (Colorado) District 50, in cooperation with the University of Denver with James DeBell and Edith King as coordinators.

If funding for the TRIAD program is continued by the National Science Foundation, school district applicants for TRIAD will be sought for 1971-72.

CENTER FOR EDUCATION IN THE SOCIAL SCIENCES, UNIVERSITY OF COLORADO

John D. Haas has taken over the directorship of the Center for Education in the Social Sciences of the University of Colorado (CESSUC), replacing A. David Hill, who has returned to the Department of Geography of the University of Colorado. Haas is currently Associate Professor of Education at CU and was previously Director of the Trainers of Teacher Trainers (TTT) Proj-

ect at Carnegie-Mellon University in Pittsburgh, Pennsylvania. Prior to that he was Associate Professor of Education at Utah State University. He has taught in public schools and has been involved in Experienced Teacher Fellowship Programs, NDEA institutes, and numerous programs supported under the Educational Professions Development Act. Haas holds a Ph.D. in social studies education from the University of Michigan and has published articles in professional journals and books. He will soon publish a social science education methods textbook based on a course which is being field-tested this fall at CU.

CESSUC was established in 1969 to promote communication, innovation, and research directed toward high-quality preservice and inservice education of teachers in the social sciences at CU. The Center attempts to fill the need for an agent to initiate, coordinate, and support worthy projects that fall either between or outside of the regular programs of established University divisions. Therefore, it is not engaged primarily in teacher education or in basic research, although some research and some training programs may occur when necessary to carry out Center projects. Rather, development and building bridges between research and teacher education characterize the activities of the Center. Also, while focusing its attention on development at the intra-university level, the Center seeks the support and cooperation of organizations and projects that have national and inter-university orientation. The purposes of the Center strongly reflect the nation-wide trend in thinking that, to be effective, teacher education must become more directly an important part of the responsibility and programs of numerous divisions within a university.

Among the projects being conducted under the Center's auspices this year are two experimental interdisciplinary social science courses strongly oriented to the needs of teacher training. One project, funded by the U.S. Office of Education, is called "Interdisciplinary Urban Problems Course for Training of Social Science Teachers." Its director is A. David Hill, formerly CESSUC Director. The course, entitled "The Quality of Life in America: Pollution, Poverty, Power, and Fear," was developed during the spring and summer of 1970. Materials and data collected during the spring were integrated and organized into a cohesive course of study during a three-week working session in August. The principal developers—six social scientists from several universities around the country—were aided during the three-week writing conference by consultants in various aspects of education and the social sciences. The materials will be tried out on at least four different campuses in the spring of 1971. They utilize a wide variety of media, including news articles, cartoons, scholarly writings, films, and records. For further information write A. David Hill, Associate Professor, Department of Geography, Guggenheim 103C, University of Colorado, Boulder, Colorado 80302.

The second interdisciplinary course being developed under CESSUC auspices is entitled "Social Science Seminar Course: Structuring and Teaching the Social Sciences." Funds for the development and try-out of this course were provided by the National Science Foundation. It is hoped that this program will serve as a model for cooperation among academicians, as well as for the training of social science teachers. The program consists of two phases. Phase I was a faculty seminar on social science teaching, which ran for eight weeks during the summer. The seminar participants included professors from CU's Departments of Anthropology, Economics, Geography, History, Integrated Studies, Political Science, Psychology, and Sociology. Participants in the program examined various means of improving social science teaching and training future social science teachers. Phase II, which began in September, is a two-semester course on structuring and teaching the social sciences, offered primarily to preservice elementary and secondary teachers but open to other interested students as well. The course covers the disciplines of economics, political science, sociology, anthropology, and social psychology. Approximately six weeks are devoted to each discipline, with each segment divided into a two-to-three week lecture series emphasizing the structure of knowledge of the discipline and a three-to-four-week laboratory session that develops various teaching applications for the fundamental ideas of the discipline. The course is directed by Lawrence Senesh, Professor of Economics, with the assistance of a number of the faculty seminar participants and graduate students. John D. Haas is the overall director of the project.

TEACHER EDUCATION IN POLITICAL SCIENCE PROGRAM

The Teacher Education in Political Science Program, a series of twelve week-long workshops designed to stimulate continuing and long-lasting change and growth in pre-collegiate political science education, began its operational phase in September with the first session held during the week of September 28.

In the early spring of 1970 the U.S. Office of Education, under the provisions of the Educational Professions Development Act, awarded a grant of $50,359 to the Center for Education in the Social Sciences of the University of Colorado (CESSUC) to conduct the TEPS program. The co-directors of the program are Irving Morrissett, Executive Director of the SSEC, and Richard Wilson, Chairman and Professor of the Department of Political Science at the University. The Associate Director of the program is W. Williams Stevens, Jr., Associate Director of the Social Science Education Consortium.

The conceptualization and planning of the program took place during the summer of 1970 and involved the participation of SSEC staff members, faculty of the Political Science Department of the University, and several political scientists associated with programs conducted by the American Political Science Association. The operational activities—individual workshops and their planning—are being carried out by several members of the SSEC staff and the Political Science Department at CU.

The specific objectives of the program are:

(1) To give program participants an opportunity to develop an understanding of the content and strategies of the "new social studies" in general.

(2) To acquaint participants specifically with "new social studies" materials which have ideas and concepts from political science as their substantive content.

(3) To show, through demonstration teaching, how the new materials can be taught to bring about effective changes to student attitudes and thinking processes.

(4) To provide participants with the opportunity to examine the structure and methods of the discipline of political science with the aid and instruction of professional political scientists.

(5) To aid participants in learning to examine and assess curriculum materials within an orderly framework, using the Curriculum Materials Analysis System developed by the SSEC.

(6) To assist participants in considering what is needed in the way of political science curriculum changes in their local situations.

(7) To assist participants in developing actual programs for implementation of new political science materials in their home districts.

Twelve workshops in all are to be held at two- or three-week intervals throughout the academic year. The intensive sessions combine lectures and discussions on the content, structure, and processes of the disciplines of political science; work in the Resource Center with curriculum materials dealing with political science and civic education subject matter; use of various curriculum materials analysis tools; demonstration lessons; and discussions and consultations on local district needs in the area of political and civic education.

Each session will be attended by approximately 12 teachers, supervisors, and/or department chairmen, drawn from all areas of the country. Teams of two persons from a school district are given preference over single applicants, for the members of such teams can work together and support each other in their innovative efforts upon their return to their home districts. It is anticipated that after the first five sessions some of the participants in each training session will be returnees from previous sessions. These participants will report on the successes and problems they have encountered in implementing what they have learned at their previous session and take part in the planning and execution of the session's program. Thus, in the later sessions, greater emphasis will be given to the implementation objectives of the program.

The dates of the remaining sessions are:

February 1-5, 1971
February 15-19, 1971
March 1-5, 1971
March 29-April 2, 1971
April 12-16, 1971
April 26-30, 1971
May 10-14, 1971

A few openings still remain. Persons interested in further information and application forms may write to:

Teacher Education in Political Science
Social Science Education Consortium, Inc.
Social Science Building
970 Aurora Avenue
Boulder, Colorado 80302

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